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AUTHOR Carlson, Dale R.; Fleming, Donald
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ABSTRACT

Student educational outcomes and the quality of instruction are now being monitored by several programs at Worthington Community College (WCC) in southwest Minnesota. WCC, one of the 20 community colleges in the Minnesota Community College system, currently serves 875 students, and has been intensifying its efforts to serve the whole service area community. An increased emphasis on outcomes by federal, state, and accrediting agencies has required WCC and the state system as a whole to streamline the handling of data to provide the outcomes information. WCC has developed, or is in the process of developing, systems for monitoring outcomes in the following areas: (1) assessment of incoming students in the areas of reading, writing, and mathematics using Educational Testing Service placement tests; (2) developmental education, including the effectiveness of WCC's Academic Achievement Center, which coordinates the tutoring program and provides leadership in producing developmental courses in math, reading, and writing; (3) graduate outcomes, which are measured using a survey of students one year after graduation to gather information on employment and transfer; (4) state and federal reporting, including reports on athletes and crime that must be hand-tabulated; (5) faculty evaluation; and (6) staff development. Appendixes include forms related to student assessment; vocational placement; graduation follow-up; educational participation of athletes; student evaluations of faculty in the classroom and on cable television; classroom observation; and faculty self-assessment. (JSP)

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OUTCOMES PROGRAM IN A SMALL, RURAL COMMUNITY COLLEGE

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by

Dale R. Carlson, Dean of Academic Services
Worthington Community College
Worthington, Minnesota

Donald Fleming, Dean of Student Services
Worthington Community College
Worthington, Minnesota

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Introduction

Worthington, Minnesota, the home of Worthington Community College, is an aggressive community located in extreme southwest Minnesota. Sparsely populated and primarily agricultural, the region is expanding its economic base by growth in agricultural products processing industries.

The last several years have seen the college intensify efforts to serve the whole service area community. Most recent efforts include offering classes via interactive television to surrounding communities, offering classes via a dedicated cable television channel and joint degree programs with a nearby technical college. Currently, the college serves 875 credit students in a variety of disciplines. Almost half of the student body attend part-time and half are over 25 years of age.

Worthington Junior College was established in 1935, when the voters of the Worthington School District authorized the development of a two-year college. The first students were admitted in the fall of 1936. Classes were taught in the local high school building. The first graduating class of 15 students graduated in 1938. In 1947, the college purchased a former army mess hall and moved it to the campus. The building served as a laboratory facility and library. By the fall of 1946 enrollment had grown to 180 students. However, the next five years saw enrollment shrink to 55 students. In 1964, a local bond issue was passed authorizing the construction of the first phase of a new campus located on 80 acres on the shore of Lake Okabena. The same year WCC became a part of the new State Junior College System. In addition to the original classroom/administration building, the next decade saw the construction of an activities building, a fine arts building and an agriculture building. In 1973, the state legislature officially changed the name of the college from Worthington State Junior College to Worthington Community College. Despite the fact that the agricultural industry experienced a substantial crisis during the period, college enrollment has grown about 40 percent since becoming a community college.

Worthington Community College is one of 20 community colleges comprising the Minnesota Community College System. The control of the system rests with the Minnesota Community College Board with offices in St. Paul, Minnesota. The administrative structure is headed by a Chancellor in St. Paul and Presidents or Provosts on each campus. Two areas of the state have been combined into regional colleges, with a President responsible for the operation of the region.

Funding of the colleges is a rather detailed formula base and is driven by enrollment. The legislature provides a base budget to the system that is distributed to the colleges by the formula. This funding accounts for approximately two-thirds of the college income with tuition making up the other one-third. Tuition is set by the Minnesota Community College Board.

Accounting functions are a two-step process with some campus involvement and the primary accounting done on the mainframe computer in St. Paul. Student records are maintained on the mainframe computer in St. Paul. All campuses are connected directly to the mainframe through either platform computers or terminals.

The current data processing system is in a state of transition with the direction moving toward more data processing facilities on campus. Worthington Community College will acquire, during the next three years, additional mini-computers for both the administrative function and the instructional areas. The system will eventually include an instructional local area network and a separate but connected administrative local area network. The administrative network will have capabilities to link into the mainframe in St. Paul.

With the increased emphasis on outcomes, the colleges and the system have placed a heavy emphasis on the handling of data to provide the necessary information required by the state, federal and accrediting agencies. The college currently has in place the following systems to assist with this task:

1. AST 286 with attached scanner

2. PS2 Model 70 with Irma Board to connect to the mainframe in St. Paul and software including SPSS, Harvard Graphics, Word Perfect, QuottroPro and Data Base III plus

3. Research software on the mainframe that permits campus definition of data needs and downloading of information to the campus

Worthington Community College is in the process of developing systems to meet the needs previously mentioned. The plan is in the developmental stages and details are still being developed. The following sections explain various aspects of outcomes that have been developed or are in the process of being developed.

Student Assessment

The assessment program for incoming students is in its fourth year of operation. Students are required to complete the assessment test when they have reached the eight quarter hour enrollment level. Students are assessed in the areas of reading, writing and mathematics. The program was developed by the colleges in the Minnesota Community College System and is based on placement tests developed by Educational Testing Service. Students are recommended to certain placement levels in writing, math and reading. Research is currently being done to provide information on the advisability of mandatory placement. To facilitate the mechanics of the testing program, software developed by CAPP Associates from California is available on the AST computer on each

campus. This permits the scoring of completed tests in a short period of time and provides information to counselors regarding placement levels. The software also provides information through the use of cross-tabs and other information for research purposes. In addition to the test scores other student information is collected (see Appendix I) to provide descriptive information on the students enrolling.

Research software is being installed at three of the colleges to produce statistical reports that will provide information to refine the cutscores to be used.

Developmental Education

Worthington Community College currently has an Academic Achievement Center with a staff person to assist students, to coordinate the tutoring program and to provide leadership in producing developmental level courses in the areas of math, reading and writing. Faculty committees in the Minnesota Community College System are beginning to work on skill based outcomes for these courses, i.e., what are the minimum academic skills necessary to enter the beginning college courses in a given area. When this information is available, it will necessitate a review of all course work in the developmental education area. During the 1993-94 college year, a tracking program will be implemented to provide achievement information on students and point to necessary changes in courses.

Outcomes

The next step in the process is the definition of outcomes as students leave the college to transfer to a baccalaureate institution or enter the job market. The current system provides information on the vocational programs (see Appendix II) and a one-year graduate survey is done (see Appendix III). The eventual goal is to track students from the point of admission to one-year and five-year follow-up studies to determine the effectiveness of the college program.

State and Federal Reporting

One of the purposes of the research program at Worthington Community College is to provide a data base capable of providing the information necessary for the various state and federal reports that are required. Two reports that will continue to be gathered manually are the athletic and crime reports. Because of the low number of athletes and infrequent crime reports, the decision was made to collect and hand tabulate this information. The report used to collect athletic information is shown in Appendix IV.

Faculty Evaluation

Worthington Community College has used a system of student evaluation of instruction and classroom observation by the Dean of Academic Services for many years. During the 1991-92 school year we have been working on an evaluation system that will be a more comprehensive system. The new system will incorporate class session videotaping as an alternative to direct classroom observation, peer evaluation will be encouraged, and self-evaluation will be used. Upon completion of the evaluation steps the faculty member and the Dean of Academic Services will attempt to agree on strong points and on areas the faculty member should work to improve upon.

See Appendix V for a complete copy of the Policy and Procedures for Faculty Evaluation. This will be implemented fall 1992.

Staff Development

Staff development at Worthington Community College is encouraged in several ways:

1. Sabbatical Leaves
   The purpose of sabbatical leaves is to give faculty members and administrators the opportunity to secure additional educational training, or experience which will make them better prepared for carrying out their college assignments. To be eligible for a sabbatical leave the faculty member or administrator must be a full-time employee or unlimited part-time faculty member who has continuously served the equivalent of six or more academic years in the Minnesota Community College System. Sabbatical leaves may be granted for one, two, or three consecutive quarters in an academic year, with full base salary for one quarter, or with two-thirds of base salary for two or three quarters. The number of sabbaticals in a given year cannot exceed seven percent of the full-time faculty.

2. Faculty Development--College Level
   Worthington Community College is allocated $175 per each full-time equivalent faculty position for each academic year. These funds are used to finance expenses for faculty members to attend conferences, workshops, and other activities off-campus, or for the provision of on-campus activities for development of faculty.

3. Faculty Development--System Level
   Each year the Minnesota Community College System allocates funds for faculty development. These funds are used to provide statewide or regional conferences, workshops, and other activities for the development of faculty members.

4. Other Staff Development
   Other employee groups (administrators and classified staff) are also allocated staff development monies based on a full-time position formula. These monies must be used on development activities.

5. Duty Days
   Each college calendar has several "duty" days incorporated into the years schedule (four days a year have been used the past four calendars). These days are used for events such as motivational speakers, computer workshops for faculty and staff, sexual harassment workshops for faculty and staff, AIDS information, right-to-know information on hazardous chemicals, disability workshops, business and industry tours, schedule planning, etc.

6. Free Classes
   Each staff member may take Worthington Community College classes--tuition free up to a maximum of 12 credits per quarter.

Many of these development activities have been somewhat disjointed in the past. As the faculty evaluation system described in the previous section becomes functional, we hope that the individual plans for faculty improvement will incorporate many or all of the types of developmental activities that are available.

Conclusion

The purpose of this paper was to highlight some of the ways a small, rural community college is attempting to cope with the whole issue of outcomes and quality of instruction. The two important and related items that continually work against any plan of this type are time and money. Current state income figures do not look favorable but the authors are hopeful that sufficient funding will be available to continue to define and refine outcomes at Worthington Community College.

Appendix I

Assessment Information

TODAY'S DATE		
MONTH	DAY	YEAR

PLEASE PRINT TODAY'S DATE

DIRECTIONS

- USE NO. 2 PENCIL ONLY
- Fill in bubble completely
- Erase completely to change

CAPP

Computerized Assessment and Placement Programs

LAST NAME | **FIRST NAME** | **M.I.**

SOCIAL SECURITY NUMBER — —

DATE OF BIRTH

MONTH	DAY	YEAR

STUDENT IDENTIFICATION NUMBER

1. ETHNIC BACKGROUND

(Choose only one)

- American Indian/Alaskan Native
- Asian
- Pacific Islander
- Black/not of Hispanic Origin
- White/not of Hispanic Origin
- Hispanic
- Filipino
- Other

2. SEX

- Male
- Female

3. IS ENGLISH YOUR FIRST (PRIMARY) LANGUAGE?

- Yes
- No

4. DO YOU HAVE A VERIFIED LEARNING DISABILITY (SUCH AS DYSLEXIA)?

- Yes
- No

5. WHAT IS YOUR ADMISSION STATUS AT THIS COLLEGE?

- New, first time in any college
- New to this college but have attended other college
- Returning to this college after absence from this college
- Continuing at this college

6. ARE YOU A VETERAN?

- Yes
- No
- Active Duty

Minnesota Community Colleges

Academic Skills Assessment Program

FOR OFFICE USE ONLY

SCORE 1	SCORE 2	SCORE 3	SCORE 4	SCORE 5

READING RATE (WPM)

MAKE NO MARKS IN THIS AREA

103012

ADDRESS: Number and Street—Separate with a space.

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5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9

103012 MAKE NO MARKS IN THIS AREA

EDUCATIONAL BACKGROUND

7. HIGH SCHOOL EDUCATION: *(Choose only one)*

- Post-Secondary Enrollment Options Program
- High School diploma, completed or near completion
- GED
- Foreign secondary diploma
- No H.S. diploma

8. HIGHEST COLLEGE DEGREE OR CERTIFICATE EARNED:

- No degree at this time
- Certificate
- Associate Degree
- Bachelor's Degree
- Master's Degree or beyond
- Other

9. HOW LONG HAVE YOU BEEN OUT OF SCHOOL? *(Don't count or include summer)*

- Still in school
- Less than 1 year
- 1-2 years
- 3-4 years
- 5-10 years
- More than 10 years

10. HOW MANY YEARS OF ENGLISH HAVE YOU COMPLETED IN HIGH SCHOOL? *(Do not include ESL)*

- Less than 1 year in high school
- 1 year in high school
- 2 years in high school
- 3 years in high school
- 4 years in high school

11. WHAT GRADE DID YOU RECEIVE IN THE LAST ENGLISH CLASS YOU COMPLETED?

A B C D F

12. WHAT IS YOUR HIGH SCHOOL GRADE POINT AVERAGE *(G.P.A)*?

- A- to A 3.5–4.0
- B to A- 3.0–3.4
- B- to B 2.5–2.9
- C to B- 2.0–2.4
- C- to C 1.5–1.9
- D to C- 1.0–1.4
- Below D 0.–0.9

13. HIGH SCHOOL LAST ATTENDED: *(Use code sheet)*

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

14. WHAT IS THE HIGHEST LEVEL MATH CLASS YOU HAVE COMPLETED?

- None
- Basic math (arithmetic)
- Algebra I (beginning)
- Geometry
- Algebra II (intermediate)
- Trigonometry
- College Algebra/Pre-calculus
- Calculus

15. WHAT GRADE DID YOU RECEIVE IN THE LAST MATH CLASS YOU COMPLETED?

A B C D F

16. HOW LONG AGO DID YOU COMPLETE YOUR LAST MATH CLASS?

- Currently enrolled in a math course
- Less than 1 year
- 1-2 years
- 3-5 years
- More than 5 years

COLLEGE PLANS

17. PLAN TO ATTEND:

Day Evening Day and evening Weekend

18. COLLEGE CREDITS PLANNED FOR NEXT TERM:

- Less than 6 credits
- 6-8 credits
- 9-11 credits
- 12 credits or more

19. EMPLOYMENT HOURS PLANNED WHILE ENROLLED:

- None
- 1-10 hours/week
- 11-20 hours/week
- 21-30 hours/week
- 31-40 hours/week
- More than 40 hours/week

20. MOST IMPORTANT EDUCATIONAL GOAL AT THIS COLLEGE? *(Choose one)*

- Complete courses but no degree
- Complete one-year occupational program
- Earn Associate (two-year) degree
- Earn Associate (two-year) degree and transfer
- Complete courses and transfer without degree

21. I WOULD LIKE INFORMATION ABOUT: *(Check all that apply)*

- Orientation to college
- Choosing a major
- Career planning
- Counseling
- Transferring
- Study skills
- Math improvement
- Reading improvement
- Writing improvement
- English as a Second Language
- Learning disabilities
- Tutoring
- Financial aid
- Job placement
- Child care
- Student activities
- Disabled student services
- Veterans program
- Work experience credit
- Other _____

22. MAJOR: Use code sheet

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

23. DO YOU PLAN TO TRANSFER TO ANOTHER COLLEGE?

- Yes
- No
- Unsure
- (If yes, complete #24, Transfer College)

24. TRANSFER COLLEGE:

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

25. HOW IMPORTANT IS IT TO THE PEOPLE CLOSEST TO YOU THAT YOU GO TO COLLEGE?

- Not very important
- Somewhat important
- Very important

26. HOW IMPORTANT IS COLLEGE TO YOU PERSONALLY?

- Not very important
- Somewhat important
- Very important

27. ADDITIONAL QUESTIONS:

1.	A	B	C	D	E	F
2.	A	B	C	D	E	F
3.	A	B	C	D	E	F
4.	A	B	C	D	E	F
5.	A	B	C	D	E	F
6.	A	B	C	D	E	F
7.	A	B	C	D	E	F
8.	A	B	C	D	E	F
9.	A	B	C	D	E	F
10.	A	B	C	D	E	F
11.	A	B	C	D	E	F
12.	A	B	C	D	E	F
13.	A	B	C	D	E	F
14.	A	B	C	D	E	F
15.	A	B	C	D	E	F

WRITE IN NUMBER →													
TESTS:	READING		1	2	3	4	5	6	7	8	9	10	11	12
	ENGLISH		1	2	3	4	5	6	7	8	9	10	11	12
	MATH		1	2	3	4	5	6	7	8	9	10	11	12
	FL/ESL		1	2	3	4	5	6	7	8	9	10	11	12
	MISC.		1	2	3	4	5	6	7	8	9	10	11	12

← WRITE IN NUMBER	FOR OFFICE USE									
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

	A				
1.	A	B	C	D	E
2.	A	B	C	D	E
3.	A	B	C	D	E
4.	A	B	C	D	E
5.	A	B	C	D	E
6.	A	B	C	D	E
7.	A	B	C	D	E
8.	A	B	C	D	E
9.	A	B	C	D	E
10.	A	B	C	D	E
11.	A	B	C	D	E
12.	A	B	C	D	E
13.	A	B	C	D	E
14.	A	B	C	D	E
15.	A	B	C	D	E
16.	A	B	C	D	E
17.	A	B	C	D	E
18.	A	B	C	D	E
19.	A	B	C	D	E
20.	A	B	C	D	E
21.	A	B	C	D	E
22.	A	B	C	D	E
23.	A	B	C	D	E
24.	A	B	C	D	E
25.	A	B	C	D	E
26.	A	B	C	D	E
27.	A	B	C	D	E
28.	A	B	C	D	E
29.	A	B	C	D	E
30.	A	B	C	D	E
31.	A	B	C	D	E
32.	A	B	C	D	E
33.	A	B	C	D	E
34.	A	B	C	D	E
35.	A	B	C	D	E
36.	A	B	C	D	E
37.	A	B	C	D	E
38.	A	B	C	D	E
39.	A	B	C	D	E
40.	A	B	C	D	E
41.	A	B	C	D	E
42.	A	B	C	D	E
43.	A	B	C	D	E
44.	A	B	C	D	E
45.	A	B	C	D	E
46.	A	B	C	D	E
47.	A	B	C	D	E
48.	A	B	C	D	E
49.	A	B	C	D	E
50.	A	B	C	D	E

	B				
1.	A	B	C	D	E
2.	A	B	C	D	E
3.	A	B	C	D	E
4.	A	B	C	D	E
5.	A	B	C	D	E
6.	A	B	C	D	E
7.	A	B	C	D	E
8.	A	B	C	D	E
9.	A	B	C	D	E
10.	A	B	C	D	E
11.	A	B	C	D	E
12.	A	B	C	D	E
13.	A	B	C	D	E
14.	A	B	C	D	E
15.	A	B	C	D	E
16.	A	B	C	D	E
17.	A	B	C	D	E
18.	A	B	C	D	E
19.	A	B	C	D	E
20.	A	B	C	D	E
21.	A	B	C	D	E
22.	A	B	C	D	E
23.	A	B	C	D	E
24.	A	B	C	D	E
25.	A	B	C	D	E
26.	A	B	C	D	E
27.	A	B	C	D	E
28.	A	B	C	D	E
29.	A	B	C	D	E
30.	A	B	C	D	E
31.	A	B	C	D	E
32.	A	B	C	D	E
33.	A	B	C	D	E
34.	A	B	C	D	E
35.	A	B	C	D	E
36.	A	B	C	D	E
37.	A	B	C	D	E
38.	A	B	C	D	E
39.	A	B	C	D	E
40.	A	B	C	D	E
41.	A	B	C	D	E
42.	A	B	C	D	E
43.	A	B	C	D	E
44.	A	B	C	D	E
45.	A	B	C	D	E
46.	A	B	C	D	E
47.	A	B	C	D	E
48.	A	B	C	D	E
49.	A	B	C	D	E
50.	A	B	C	D	E

	C				
1.	A	B	C	D	E
2.	A	B	C	D	E
3.	A	B	C	D	E
4.	A	B	C	D	E
5.	A	B	C	D	E
6.	A	B	C	D	E
7.	A	B	C	D	E
8.	A	B	C	D	E
9.	A	B	C	D	E
10.	A	B	C	D	E
11.	A	B	C	D	E
12.	A	B	C	D	E
13.	A	B	C	D	E
14.	A	B	C	D	E
15.	A	B	C	D	E
16.	A	B	C	D	E
17.	A	B	C	D	E
18.	A	B	C	D	E
19.	A	B	C	D	E
20.	A	B	C	D	E
21.	A	B	C	D	E
22.	A	B	C	D	E
23.	A	B	C	D	E
24.	A	B	C	D	E
25.	A	B	C	D	E
26.	A	B	C	D	E
27.	A	B	C	D	E
28.	A	B	C	D	E
29.	A	B	C	D	E
30.	A	B	C	D	E
31.	A	B	C	D	E
32.	A	B	C	D	E
33.	A	B	C	D	E
34.	A	B	C	D	E
35.	A	B	C	D	E
36.	A	B	C	D	E
37.	A	B	C	D	E
38.	A	B	C	D	E
39.	A	B	C	D	E
40.	A	B	C	D	E
41.	A	B	C	D	E
42.	A	B	C	D	E
43.	A	B	C	D	E
44.	A	B	C	D	E
45.	A	B	C	D	E
46.	A	B	C	D	E
47.	A	B	C	D	E
48.	A	B	C	D	E
49.	A	B	C	D	E
50.	A	B	C	D	E

	D				
1.	A	B	C	D	E
2.	A	B	C	D	E
3.	A	B	C	D	E
4.	A	B	C	D	E
5.	A	B	C	D	E
6.	A	B	C	D	E
7.	A	B	C	D	E
8.	A	B	C	D	E
9.	A	B	C	D	E
10.	A	B	C	D	E
11.	A	B	C	D	E
12.	A	B	C	D	E
13.	A	B	C	D	E
14.	A	B	C	D	E
15.	A	B	C	D	E
16.	A	B	C	D	E
17.	A	B	C	D	E
18.	A	B	C	D	E
19.	A	B	C	D	E
20.	A	B	C	D	E
21.	A	B	C	D	E
22.	A	B	C	D	E
23.	A	B	C	D	E
24.	A	B	C	D	E
25.	A	B	C	D	E
26.	A	B	C	D	E
27.	A	B	C	D	E
28.	A	B	C	D	E
29.	A	B	C	D	E
30.	A	B	C	D	E
31.	A	B	C	D	E
32.	A	B	C	D	E
33.	A	B	C	D	E
34.	A	B	C	D	E
35.	A	B	C	D	E
36.	A	B	C	D	E
37.	A	B	C	D	E
38.	A	B	C	D	E
39.	A	B	C	D	E
40.	A	B	C	D	E
41.	A	B	C	D	E
42.	A	B	C	D	E
43.	A	B	C	D	E
44.	A	B	C	D	E
45.	A	B	C	D	E
46.	A	B	C	D	E
47.	A	B	C	D	E
48.	A	B	C	D	E
49.	A	B	C	D	E
50.	A	B	C	D	E

Appendix II

Vocational Placement Survey

worthington
community college

1450 COLLEGEWAY . WORTHINGTON, MN 56187 . 507-372-2107
MN TOLL FREE 1-800-652-9747 . FAX 507-372-5801

Please write-in or mark your responses to the questions on this form and mail the completed form back to Worthington Community College in the enclosed return envelope within 10 days. Thank you very much for your cooperation and help in this survey.

1. **IF YOU ARE CURRENTLY A STUDENT:**

   a. What is the name of your school?_____

   b. What is your major? _____

   c. How many credits are you taking this term?_____

2. **AND/OR IF YOU ARE CURRENTLY EMPLOYED:**

   a. What is the name and address of your employer?_____

   _____

   b. What is your job title?_____

   c. How many hours a week do you work?_____

   d. What are your present wages before deductions, either per hour, per week or per month?

      1. $_____ per hour
      2. $_____ per week
      3. $_____ per month

   e. Is this job related to the education you received at Worthington Community College?

      1. _____ Yes, directly related
      2. _____ Yes, closely related
      3. _____ No, not related

3. **IF YOU ARE NOT CURRENTLY EMPLOYED, PLEASE STATE WHY:**

   a. _____ I am unable to find employment.

   b. _____ I do not want employment at this time.

   c. _____ Other (please explain) _____

   _____

THAT'S IT! THANKS AGAIN FOR PARTICIPATING IN THE SURVEY. PLEASE MAIL THIS COMPLETED QUESTIONNAIRE BACK IN THE ENCLOSED RETURN ENVELOPE WITHIN 10 DAYS.

_____ Date

_____ Name

_____ Program Completed at WCC

Appendix III

Graduation Survey

1991 GRADUATES
WORTHINGTON COMMUNITY COLLEGE GRADUATE QUESTIONNAIRE

PERSONAL

Sex: ___ Male ___ Female

Age: _____

How many quarters did you attend WCC?

_____

Did you receive financial aid at WCC?
___ Yes ___ No

Did you work off campus while attending WCC?
___ Yes ___ No

A. Are you currently employed? (circle one)

1. Full-time
2. Part-time
3. Not employed

B. Are you currently enrolled in an educational and/or training program? (circle one)

1. Yes, full-time
2. Yes, part-time
3. No, not currently enrolled

C. If you answered "Yes" to question B, write the name of the institution.

_____
Institution City and State

D. If you answered "No" to question B, what are your educational goals? (circle one)

1. I have no plans at present to continue my education.
2. I plan to enroll part-time in a training program or vocational-technical school.
3. I plan to enroll full-time in a training program or vocational-technical school.
4. I plan to enroll part-time in a college or university.
5. I plan to enroll full-time in a college or university.
6. Other (please specify) _____

_____
_____
_____
_____

EDUCATIONAL

What degree did you attain at WCC? (check one) ___ Associate of Arts ___ Associate of Science
___ Associate of Applied Science ___ Vocational Certificate

If you are presently enrolled in a college or university, please answer the following questions. Otherwise, go directly to the **Employment** section.

A. What is your status? (circle one)

1. Freshman
2. Sophomore
3. Junior
4. Other (please explain) _____

_____

B. What is your present major?

_____

C. What is your minor (if applicable)?

_____

D. How related is your current major to your major at WCC? (circle one)

1. They are identical
2. They are closely related
3. They are somewhat related
4. They are not related

E. Has anyone at your institution officially evaluated your WCC transcript?

1. Yes
2. No

F. How many courses taken at Worthington College transferred? If you're not sure, make your best guess. (circle one)

1. Less than half my courses transferred.
2. All but two or three courses.
3. All but one course.
4. Transferred all courses.

G. Please list any courses which did not transfer. Course name and number:

_____

_____

EMPLOYMENT

If you are employed full-time, please answer items A-G; otherwise, go to the section on **Evaluation.**

A. How long have you been employed in your present job? (circle one)

1. Less than six months
2. Six months - one year
3. One to three years
4. Three to five years
5. Five to ten years
6. More than ten years

B. How would you classify your present occupation? (circle one)

1. Social or religious
2. Education
3. Legal, governmental or political
4. Sales
5. Business or finance
6. Scientific
7. Engineering or related Technology
8. Medical Field
9. Arts or Humanities
10. Trade
11. Factory/Semi-Skilled
12. Other (specify) _____

_____

C. Which item best describes your employment status (circle one)

1. Unskilled labor
2. Semi-Skilled labor
3. Technician, skilled labor/foreman
4. Beginning professional
5. Experienced professional or second line supervision
6. Creative scientist, researcher or upper middle management
7. Vice-President level or higher

D. What is your annual salary range? (circle one)

1. 0 - $ 4,999
2. $ 5,000 - $ 7,500
3. $ 7,501 - $10,000
4. $10,001 - $12,500
5. $12,501 - $15,000
6. $15,001 - $20,000
7. $20,001 - $25,000
8. Over $25,000

E. How related is your present job to the training you received in your WCC degree program? (circle one)

1. Directly related
2. Closely related
3. Somewhat related
4. Not related

F. What did your degree mean to you in terms of your job? (circle one)

1. Obtained a job (went from non-employment or part-time to full-time)
2. Changed jobs - different employer
3. Remained with same employer
4. Other (please explain) _____

_____

G. How would you rate your degree program in terms of how well it prepared you for your present job? (circle one)

1. Excellent
2. Good
3. Adequate
4. Poor
5. Very poor
6. Not applicable

EVALUATION

Evaluation of Worthington Community College. Please evaluate each of the following items by circling the appropriate number before the item.

1. Excellent
2. Good
3. Fair
4. Poor
5. No basis for evaluation

1 2 3 4 5 (1) Admissions and Records
1 2 3 4 5 (2) Educational Counseling
1 2 3 4 5 (3) Vocational Counseling
1 2 3 4 5 (4) Personal Counseling
1 2 3 4 5 (5) Financial Aids
1 2 3 4 5 (6) Student Activities (clubs, social events, student government)
1 2 3 4 5 (7) Registration
1 2 3 4 5 (8) Cooperative Education
1 2 3 4 5 (9) Student Center/Commons
1 2 3 4 5 (10) Food Service
1 2 3 4 5 (11) Bookstore
1 2 3 4 5 (12) Library/Learning Resource Center
1 2 3 4 5 (13) Intramurals
1 2 3 4 5 (14) Cultural Events
1 2 3 4 5 (15) Student Newspaper
1 2 3 4 5 (16) Business Office
1 2 3 4 5 (17) Variety of Course Offerings
1 2 3 4 5 (18) Times of Course Offerings
1 2 3 4 5 (19) Reading Lab
1 2 3 4 5 (20) Availability of Faculty/Staff
1 2 3 4 5 (21) Advising by Faculty (not counselors)
1 2 3 4 5 (22) Quality of Instruction

If you wish, please comment positively or negatively about any of the above items.

_____
_____
_____
_____
_____

What recommendations do you have for improvements to WCC?

_____
_____
_____
_____
_____

Please add any further comments you might have concerning WCC.

_____
_____
_____
_____
_____
_____

Course Evaluation. Please evaluate the following courses by circling the appropriate number before each item.

1. Excellent
2. Good
3. Fair
4. Poor
5. No basis for evaluation

1 2 3 4 5	(1)	Accounting	1 2 3 4 5	(18)	Mathematics
1 2 3 4 5	(2)	Agriculture	1 2 3 4 5	(19)	Music
1 2 3 4 5	(3)	Art	1 2 3 4 5	(20)	Natural Science
1 2 3 4 5	(4)	Biology	1 2 3 4 5	(21)	Practical Nursing
1 2 3 4 5	(5)	Business	1 2 3 4 5	(22)	Personal Development
1 2 3 4 5	(6)	Chemistry	1 2 3 4 5	(23)	Philosophy
1 2 3 4 5	(7)	Computer Science	1 2 3 4 5	(24)	Photography
1 2 3 4 5	(8)	Drafting	1 2 3 4 5	(25)	Physical Education
1 2 3 4 5	(9)	Economics	1 2 3 4 5	(26)	Physics
1 2 3 4 5	(10)	English Composition	1 2 3 4 5	(27)	Political Science
1 2 3 4 5	(11)	English Literature	1 2 3 4 5	(28)	Psychology
1 2 3 4 5	(12)	Foreign Languages	1 2 3 4 5	(29)	Reading
1 2 3 4 5	(13)	Geography	1 2 3 4 5	(30)	Secretarial Science
1 2 3 4 5	(14)	Health Education	1 2 3 4 5	(31)	Sociology
1 2 3 4 5	(15)	History	1 2 3 4 5	(32)	Speech
1 2 3 4 5	(16)	Human Services	1 2 3 4 5	(33)	Study Skills
1 2 3 4 5	(17)	Journalism	1 2 3 4 5	(34)	Theatre

If you wish, please comment positively or negatively about any of the above items.

_____
_____
_____
_____
_____
_____

What influenced you to attend WCC? (check all that apply)

___ Reputation
___ Availability of Faculty
___ Small class size
___ Specific program (please identify): _____
___ Low cost
___ Scholarship
___ Counseling
___ Parental advice
___ Proximity to home
___ Activities/sports
___ Other (Please specify): _____

PLEASE RETURN COMPLETED QUESTIONNAIRE TO:
STUDENT SERVICES
WORTHINGTON COMMUNITY COLLEGE
1450 COLLEGEWAY
WORTHINGTON, MN 56187

THANK YOU FOR YOUR ASSISTANCE IN IMPROVING THE SERVICES WORTHINGTON COMMUNITY COLLEGE.

Appendix IV

Athletic Information

Worthington Community College
Research Program

Sport_____ Date _____

Name _____ Social Security number _____

Address _____ Student I.D. number _____

_____ Sex ___M ___F
New Student ___
Returning Student ___

Most Important Educational Goal at this College:

___Complete courses but no degree
___Complete one-year occupational program
___Earn an Associate degree
___Earn an Associate degree and transfer
___Complete courses and transfer without degree

Predominant Ethnic Backround:

___1. African-American (Black)
___2. American Indian
___3. Asian or Pacific Islander
___4. Hispanic Origin
___5. Chicano (Mexican-American)
___6. White, Non-Hispanic Origin
___7. International Student
___8. Other, specify _____

Prior College
College attended_____

Receiving Book Scholarship Y__ N__
Major _____

Complete all items above the double line.

Credits Completed _____
G.P.A. _____

Enrollment at WCC

Quarter	_____	_____	_____	_____
Credit Hours Completed	_____	_____	_____	_____
Grade Point Average	_____	_____	_____	_____
Percent of Degree Completed	_____	_____	_____	_____
Quarter	_____	_____	_____	_____
Credit Hours Completed	_____	_____	_____	_____
Grade Point Average	_____	_____	_____	_____
Percent of Degree Completed	_____	_____	_____	_____

Graduated _____ Degree _____
Comments:

Appendix V

Faculty Evaluation

WORTHINGTON COMMUNITY COLLEGE

FACULTY

EVALUATION

POLICY AND PROCEDURES

INTRODUCTION

The Minnesota State Board for Community Colleges requires that all employees be evaluated on a regular basis. The goal of faculty evaluation at Worthington Community College is the improvement of instruction.

PROCEDURES:

A. Student Evaluations - Each quarter several classes will be asked to evaluate the quality of instruction. Student responses will remain anonymous and composite results will not be given to instructors until grades for the quarter have been submitted. Every instructor will have one or more classes evaluated each year.
See attached Student Evaluation of Instruction form. Also attached are copies of the student evaluations sent to students in interactive TV classes and cable TV classes.

B. Classroom Observation - The Dean of Academic Services will make at least one classroom observation of each faculty member each academic year. These observations will alternate with an announced visit one year and an unannounced visit the next year. The Dean will complete a classroom observation report and will share the report with the faculty member as soon after the observation as possible.
See attached Classroom Observation Report form.

As an alternative to a direct classroom observation a faculty member may choose to have an entire class session videotaped. The faculty member will then view the videotape and complete a Self Observation of Videotape Session form. (See attached form.) The faculty member will then schedule a time with the Dean of Academic Services when the videotape will be viewed and the self observation form discussed. It is the faculty member's responsibility to notify the Dean of Academic Services during the first four weeks of the academic year if this option is to be exercised. It is also the faculty member's responsibility to schedule the video taping with the Video Center.

C. Peer Evaluation (optional) - Faculty are encouraged, but not required, to schedule a peer evaluation. Faculty who elect to have a peer evaluation should schedule a classroom observation by a faculty member of their choice. The observing faculty member would complete a Peer Classroom Observation Report (see attached) and discuss the report with the observed faculty member as soon as possible after the observation. It will be the faculty member's prerogative to share or not share the Peer Classroom Observation Report with the Dean of Academic Services as part of the total evaluation process.

D. Self Evaluation - Upon completion of evaluative procedures A, B, and C each faculty member will complete the Faculty Inventory-Seven Principles For Good Practice In Undergraduate Education. After finishing the self evaluation the faculty member will be scheduled for a meeting with the Dean of Academic Services to discuss all the evaluation methods used and their results. The Dean of Academic Services and the faculty member will attempt to agree on strong points and on areas the faculty member should work to improve upon.

WORTHINGTON COMMUNITY COLLEGE
STUDENT EVALUATION OF INSTRUCTION

What students think about instructors and instruction at WCC is important. Please help us learn what you think about the class you are taking. Your answers will help your instructor and the college improve future classes. Please mark the data input card with your appropriate response, using a #2 pencil. Your answers are confidential; there is no need to write your name on this form. If you do not have an opinion on the item, please leave the item blank. Your participation is voluntary. Thank you for your help.

A	B	C	D	E
Strongly Agree	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**

Your instructor:

1. makes the objectives of the course clear.
2. makes clear statements of his/her expectations, assignments, attendance policy, and grading basis.
3. makes textbook-assigned readings which are useful and appropriate.
4. makes tests which fairly evaluate the content of the course.
5. presents lectures and/or lab presentations which are clear, forceful, and relevant to the course.
6. is receptive to student views.
7. can communicate his/her subject matter at the student's level.
8. is available for consultation and assistance at least during posted hours.
9. stimulates you to think as opposed to simply memorizing material.
10. is always prepared for class.
11. is generally on the time schedule for beginning and ending classes.
12. uses a variety of teaching methods which add to the effectiveness of this course.
13. is recommended by you to others.
14. encourages student participation.
15. appears to enjoy teaching.
16. generally does a good job of teaching the course.
17. challenges you to do your best.
18. displays a sense of humor.
19. requires an appropriate amount of work from students.
20. stimulates interest in learning.
21. is sympathetic, helpful, and actively concerned.
22. encourages and values reasonable disagreements.
23. explains ideas clearly and to the point.
24. covers the right amount of material during the quarter.
25. is among the top 25 percent of all your instructors.

(over)

CLASS: _____ INSTRUCTOR: _____

LOCATION: _____

What do you like most about the class?

What do you like least about the class?

In your opinion, how could the instructor improve his/her teaching?

Is the classroom facility conducive to learning to this class.

Other comments:

STUDENT SURVEY ON TELECOMMUNICATIONS INSTRUCTION

This survey has been designed to help WCC improve our telecommunications program and instruction. All responses will remain confidential. Please attempt to answer each question. Please mark the data input card with your appropriate response for #1 through 15 and 17 through 24, using a #2 pencil.

CLASS: _____ INSTRUCTOR: _____

LOCATION: _____

A	B	C	D	E
Strongly Agree	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**

1. The instructor promotes teacher-student discussion.
2. The instructor encourages students to express themselves freely and openly.
3. The instructor is well informed on the material presented.
4. The instructor gives explanations which are clear and to the point.
5. The instructor does his/her best to answer questions and give students additional help.
6. The instructor clearly defines students' responsibilities in the course.
7. The instructor gives tests/quizzes that seem to be good measures of knowledge and understanding.
8. The instructor relates the material of this course to other areas of knowledge.
9. The instructor discusses recent developments in the field.
10. The instructor assigns readings (including the text) which serve well the purpose for which they are intended.
11. The instructor assigns readings (including the text) which are clearly written.
12. The instructor assigns a realistic amount of out-of-class work.
13. The instructor is a dynamic and energetic person.
14. The instructor discusses points of view other than his/her own.
15. How would you rate this instructor's overall teaching ability?

    A. poor B. fair C. good D. very good

16. List ways in which the instructor of this class could improve his/her telecommunications instruction.

(over)

TELECOMMUNICATIONS

17. I am taking this class at one of the remote sites where I do not have direct person-to-person contact with the instructor.
    A. Yes B. No

18. Telecommunications classes as compared to regular classes are as effective or more effective than regular classes.
    A. Yes B. No

19. I would recommend WCC telecommunication classes to others.
    A. Yes B. No

20. The physical facilities are comfortable and conducive to good education.
    A. Yes B. No

21. I hope to earn my A.A. Degree via WCC telecommunication classes.
    A. Yes B. No

22. I am taking this WCC telecommunications class only for personal interest.
    A. Yes B. No

23. I am taking this WCC telecommunication class to earn continuing education units.
    A. Yes B. No

24. Please explain any suggestions you have as to how the telecommunications physical conditions and facilities might be improved.

25. How could coordination of the telecommunications classes be improved?

26. Please state any other comments or suggestions, pro or con, you might like to make.

STUDENT SURVEY ON CABLE TV INSTRUCTION

This survey has been designed to help WCC improve its telecourse program. All responses will remain confidential. Please attempt to answer each question. Please mark the data input card number 1 through 15 with your appropriate responses using a #2 pencil.

CLASS: _____ INSTRUCTOR: _____

LOCATION: _____

A	B	C	D	E
Strongly Agree	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**

1. The instructor clearly defines students' responsibilities in this course.
2. The instructor gives coursework that seems to be a good measure of knowledge and understanding.
3. The instructor is accessible to the students.
4. The instructor is well informed on the material presented.
5. The instructor assigns a realistic amount of coursework.
6. The telecourse programs are of good quality.
7. The telecourse programs are broadcast frequently enough to give you a chance to view them.
8. The programs are accessible when you are unable to view them on cable.
   (learning resource center, video center)
9. The structure of the class allows for maximum understanding of the material.
10. The broadcasts were consistent with TV schedule outline.
11. How would you rate this telecourse.
    A. Poor B. Average C. Good D. Excellent
12. Would you recommend a telecourse to another student? A. Yes B. No
13. How would you rate this telecourse?
    A. Poor B. Average C. Good D. Excellent
14. I am taking a telecourse only for personal interest. A. Yes B. No
15. I am viewing the class over:
    A. Channel 23 B. Luverne Cable C. Learning Resource Center
16. How can the cable classes be improved? State any other comments or suggestions.

Dean of Academic Services

CLASSROOM OBSERVATION REPORT Date _____

Instructor _____ Observer _____

Course _____ Time _____ Location _____

Topic _____ No. Students Present _____

Major Subtopics _____ Teaching Method _____

_____

_____

_____

	YES/NO/NA	COMMENTS
I. Organization of Classes A. Instructor controls the pace.		
B. Step-by-step classroom process.		
C. Organized for student success.		

	YES/NO/NA	COMMENTS
II. Communication with Students A. Clear objectives for each lesson.		
B. Used positive reinforcement.		
C. Provides immediate feedback.		
D. Friendly & encouraging but task-oriented.		
E. Checks for understanding.		

		YES/NO/NA	COMMENTS
III.	Managing The Learning Environment A. Brisk, smooth pace.		
	B. Consistent routines.		
	C. Used class time for content.		
	D. Keeps students on task.		
	E. Ensures opportunities to learn for all.		

	YES/NO/NA	COMMENTS
IV. Holds Students Accountable A. Actively monitors progress		
B. Regular progress checks.		
C. Requires student participation.		
D. Expects students to learn the material.		
E. Remediates unsuccessful work before going on.		

SELF OBSERVATION OF VIDEOTAPE SESSION

NAME _____

CLASS _____

DATE _____

TIME _____

1. Please identify the instructional techniques with which you are satisfied:

2. Please identify the instructional techniques with which you are not satisfied:

3. How do you plan to change these techniques? Please answer the questions what, when, how and why.

PEER CLASSROOM OBSERVATION REPORT

INSTRUCTOR _____ DATE _____

COURSE _____

TOPIC _____

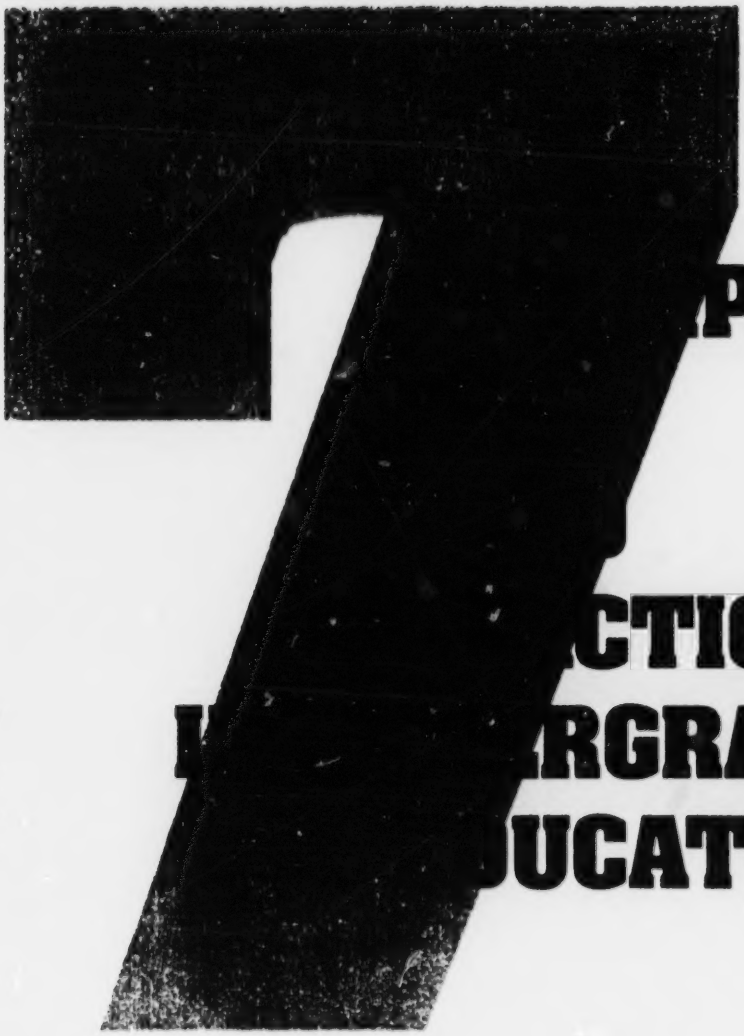
OBSERVER _____

Scale - **NO**-Not Observable; **NS**-Needs Strengthening; E-Effective; **EE**-Exceptionally Effective

1. Presented materials in a logical and planned sequence _____
2. Displayed a good knowledge of the subject matter _____
3. Created an interest or involvement on the part of the student _____
4. Use good questioning technique _____
5. Demonstrated rapport with the students _____
6. Provided time for student questions and discussion _____
7. Related present material to past material _____
8. Used a variety of teaching methods _____
9. Accomplished the class objectives _____
10. Used audio-visual aids effectively _____

Comments:

FACULTY INVENTORY



7 PLES

CTICE
RGRADUATE
UCATION

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The "Inventories of Good Practice in Undergraduate Education" are part of a project initiated in 1986 under the auspices of the American Association for Higher Education (AAHE), the Education Commission of the States, and The Johnson Foundation, Inc. The Inventories have been developed by Arthur W. Chickering of George Mason University, Zelda F. Gamson of the University of Massachusetts at Boston, and Louis M. Barsi of the American Association of State Colleges and Universities (AASCU), with support from The Lilly Endowment, and prepared by Susan J. Poulsen of The Johnson Foundation.

The Inventories relate to the "Seven Principles for Good Practice in Undergraduate Education" published in 1987 by AAHE and reprinted by The Johnson Foundation as a separate publication. The Johnson Foundation has filled requests for more than 100,000 copies of that publication, and has made copies available to educational institutions across the U.S. and in Canada and the United Kingdom. Copies of the "Seven Principles" are available at no cost from The Johnson Foundation, Inc., Racine, Wisconsin 53401-0547.

To order additional copies of the "Inventories of Good Practice in Undergraduate Education," write to The Johnson Foundation, Inc., Processing Center, Post Office Box 17305, Milwaukee, Wisconsin 53217, and specify quantity requested of the Institutional Inventory and the Faculty Inventory.
(Quantities are limited to 300 of each per institution. Institutions needing more may reprint the Inventories.)

Inventories of Good Practice in Undergraduate Education

These Inventories are designed to help faculty members, departments, colleges, and universities examine individual behaviors and institutional policies and practices for their consistency with Seven Principles for Good Practice in Undergraduate Education. (See Summary on page 12.)

The Inventories are in two parts which can be used jointly or separately. The Faculty Inventory has seven sections, one for each Principle: Student-Faculty Contact, Cooperation Among Students, Active Learning, Prompt Feedback, Time on Task, High Expectations, and Diverse Talents and Ways of Learning. It can be useful to faculty members, student services staff, and administrators who also teach. The questions address activities consistent with Good Practice in Undergraduate Education and help respondents identify activities they might wish to pursue.

The Institutional Inventory has six sections: Climate, Academic Practices, Curriculum, Faculty, Academic and Student Support Services, and Facilities. These questions deal with various aspects of the institution as a whole. They address policies, practices, institutional norms, and expectations that support good practice. This section can be used by persons or groups associated with the institution, whether or not they teach.

These Inventories are not neutral. They express the point of view in the Principles. These Principles are anchored in decades of research about teaching, learning, and the college experience. It is obvious which responses are "good" with respect to each Principle so it is easy to create a positive picture. The Inventories will be useful only to the extent that responses are honest reports of individual behaviors and the institutional environment.

The purpose of these Inventories is the improvement of undergraduate education, not the evaluation of individual units, faculty, or administrators. The Inventories will be most helpful if they are used as a basis for diagnosis, rather than as a basis for judgement about performance, summative evaluation, or self-justification. In conjunction with the Principles statement, they can be used in a variety of ways by individuals or groups.

The Faculty Inventory can be used by faculty members who are interested in improving their own teaching, or as a basis for discussion in department meetings, curriculum committee meetings, and other committees concerned with undergraduates. This inventory will be used best by faculty members as a stimulus to becoming more effective. It can also suggest professional development activities for both faculty members and administrators.

The Institutional Inventory will be used best by institutions or by sub-units to create more educationally powerful environments. Administrators may find the Institutional Inventory useful in discussions of goals and as an aid in long-range planning.

Arthur W. Chickering, George Mason University

Zelda F. Gamson, University of Massachusetts at Boston

Louis M. Barsi, American Association of State Colleges and Universities

I Good Practice Encourages Student - Faculty Contact

	Very Often	Often	Occasionally	Rarely	Never
1. I advise my students about career opportunities in their major field.	☐	☐	☐	☐	☐
2. Students drop by my office just to visit.	☐	☐	☐	☐	☐
3. I share my past experiences, attitudes, and values with students.	☐	☐	☐	☐	☐
4. I attend events sponsored by student groups.	☐	☐	☐	☐	☐
5. I work with student affairs staff on issues related to student extracurricular life and life outside of school.	☐	☐	☐	☐	☐
6. I know my students by name by the end of the first two weeks of the term.	☐	☐	☐	☐	☐
7. I make special efforts to be available to students of a culture or race different from my own.	☐	☐	☐	☐	☐
8. I serve as a mentor or informal advisor to students.	☐	☐	☐	☐	☐
9. I take students to professional meetings or other events in my field.	☐	☐	☐	☐	☐
10. Whenever there is a conflict on campus involving students, I try to help in its resolution.	☐	☐	☐	☐	☐

As I look at my responses to this section, I would like to work on:

_____

_____

_____

2 Good Practice Encourages Cooperation Among Students

	Very Often	Often	Occasionally	Rarely	Never
1. I ask students to tell each other about their interests and backgrounds.	☐	☐	☐	☐	☐
2. I encourage my students to prepare together for classes or exams.	☐	☐	☐	☐	☐
3. I encourage students to do projects together.	☐	☐	☐	☐	☐
4. I ask my students to evaluate each other's work.	☐	☐	☐	☐	☐
5. I ask my students to explain difficult ideas to each other.	☐	☐	☐	☐	☐
6. I encourage my students to praise each other for their accomplishments.	☐	☐	☐	☐	☐
7. I ask my students to discuss key concepts with other students whose backgrounds and viewpoints are different from their own.	☐	☐	☐	☐	☐
8. I create "learning communities," study groups, or project teams within my courses.	☐	☐	☐	☐	☐
9. I encourage students to join at least one campus organization.	☐	☐	☐	☐	☐
10. I distribute performance criteria to students so that each person's grade is independent of those achieved by others.	☐	☐	☐	☐	☐

As I look at my responses to this section, I would like to work on:

_____

_____

_____

3 Good Practice Encourages Active Learning

	Very Often	Often	Occasionally	Rarely	Never
1. I ask my students to present their work to the class.	☐	☐	☐	☐	☐
2. I ask my students to summarize similarities and differences among different theorists, research findings, or artistic works.	☐	☐	☐	☐	☐
3. I ask my students to relate outside events or activities to the subjects covered in my courses.	☐	☐	☐	☐	☐
4. I ask my students to undertake research or independent study.	☐	☐	☐	☐	☐
5. I encourage students to challenge my ideas, the ideas of other students, or those presented in readings or other course materials.	☐	☐	☐	☐	☐
6. I give my students concrete, real-life situations to analyze.	☐	☐	☐	☐	☐
7. I use simulations, role-playing, or labs in my classes.	☐	☐	☐	☐	☐
8. I encourage my students to suggest new readings, research projects, field trips, or other course activities.	☐	☐	☐	☐	☐
9. My students and I arrange field trips, volunteer activities, or internships related to the course.	☐	☐	☐	☐	☐
10. I carry out research projects with my students.	☐	☐	☐	☐	☐

As I look at my responses to this section, I would like to work on:

_____

_____

_____

4 Good Practice Gives Prompt Feedback

	Very Often	Often	Occasionally	Rarely	Never
1. I give quizzes and homework assignments.	☐	☐	☐	☐	☐
2. I prepare classroom exercises and problems which give students immediate feedback on how well they do.	☐	☐	☐	☐	☐
3. I return examinations and papers within a week.	☐	☐	☐	☐	☐
4. I give students detailed evaluations of their work early in the term.	☐	☐	☐	☐	☐
5. I ask my students to schedule conferences with me to discuss their progress.	☐	☐	☐	☐	☐
6. I give my students written comments on their strengths and weaknesses on exams and papers.	☐	☐	☐	☐	☐
7. I give my students a pre-test at the beginning of each course.	☐	☐	☐	☐	☐
8. I ask students to keep logs or records of their progress.	☐	☐	☐	☐	☐
9. I discuss the results of the final examination with my students at the end of the semester.	☐	☐	☐	☐	☐
10. I call or write a note to students who miss classes.	☐	☐	☐	☐	☐

As I look at my responses to this section, I would like to work on:

_____

_____

_____

5 Good Practice Emphasizes Time on Task

	Very Often	Often	Occasionally	Rarely	Never
1. I expect my students to complete their assignments promptly.	☐	☐	☐	☐	☐
2. I clearly communicate to my students the minimum amount of time they should spend preparing for classes.	☐	☐	☐	☐	☐
3. I make clear to my students the amount of time that is required to understand complex material.	☐	☐	☐	☐	☐
4. I help students set challenging goals for their own learning.	☐	☐	☐	☐	☐
5. When oral reports or class presentations are called for I encourage students to rehearse in advance.	☐	☐	☐	☐	☐
6. I underscore the importance of regular work, steady application, sound self-pacing, and scheduling.	☐	☐	☐	☐	☐
7. I explain to my students the consequences of non-attendance.	☐	☐	☐	☐	☐
8. I make it clear that full-time study is a full-time job that requires forty or more hours a week.	☐	☐	☐	☐	☐
9. I meet with students who fall behind to discuss their study habits, schedules, and other commitments.	☐	☐	☐	☐	☐
10. If students miss my classes, I require them to make up lost work.	☐	☐	☐	☐	☐

As I look at my responses to this section, I would like to work on:

_____

_____

_____

6 Good Practice Communicates High Expectations

	Very Often	Often	Occasionally	Rarely	Never
1. I tell students that I expect them to work hard in my classes.	☐	☐	☐	☐	☐
2. I emphasize the importance of holding high standards for academic achievement.	☐	☐	☐	☐	☐
3. I make clear my expectations orally and in writing at the beginning of each course.	☐	☐	☐	☐	☐
4. I help students set challenging goals for their own learning.	☐	☐	☐	☐	☐
5. I explain to students what will happen if they do not complete their work on time.	☐	☐	☐	☐	☐
6. I suggest extra reading or writing tasks.	☐	☐	☐	☐	☐
7. I encourage students to write a lot.	☐	☐	☐	☐	☐
8. I publicly call attention to excellent performance by my students.	☐	☐	☐	☐	☐
9. I revise my courses.	☐	☐	☐	☐	☐
10. I periodically discuss how well we are doing during the course of the semester.	☐	☐	☐	☐	☐

As I look at my responses to this section, I would like to work on:

_____

_____

_____

7 Good Practice Respects Diverse Talents and Ways of Learning

	Very Often	Often	Occasionally	Rarely	Never
1. I encourage students to speak up when they don't understand.	☐	☐	☐	☐	☐
2. I discourage snide remarks, sarcasm, kidding, and other class behaviors that may embarrass students.	☐	☐	☐	☐	☐
3. I use diverse teaching activities to address a broad spectrum of students.	☐	☐	☐	☐	☐
4. I select readings and design activities related to the background of my students.	☐	☐	☐	☐	☐
5. I provide extra material or exercises for students who lack essential background knowledge or skills.	☐	☐	☐	☐	☐
6. I integrate new knowledge about women and other under-representated populations into my courses.	☐	☐	☐	☐	☐
7. I make explicit provisions for students who wish to carry out independent studies within my own course or as separate courses.	☐	☐	☐	☐	☐
8. I have developed mastery learning, learning contracts, or computer assisted learning alternatives for my courses.	☐	☐	☐	☐	☐
9. I encourage my students to design their own majors when their interests warrant doing so.	☐	☐	☐	☐	☐
10. I try to find out about my students' learning styles, interests, or backgrounds at the beginning of each course.	☐	☐	☐	☐	☐

As I look at my responses to this section, I would like to work on:

_____

Summary Responses

After reviewing my responses to these seven areas and the items within them, the key area(s) I would like to work on is/are:

Summary

Following is a brief summary of the Seven Principles for Good Practice in Undergraduate Education as compiled in a study supported by the American Association for Higher Education, the Education Commission of the States, and The Johnson Foundation.

1. Good Practice Encourages Student - Faculty Contact

Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.

2. Good Practice Encourages Cooperation Among Students

Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions improves thinking and deepens understanding.

3. Good Practice Encourages Active Learning

Learning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves.

4. Good Practice Gives Prompt Feedback

Knowing what you know and don't know focuses learning. Students need appropriate feedback on performance to benefit from courses. In getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.

5. Good Practice Emphasizes Time on Task

Time plus energy equals learning. There is no substitute for time on task. Learning to use one's time well is critical for students and professionals alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty, administrators, and other professional staff can establish the basis for high performance for all.

6. Good Practice Communicates High Expectations

Expect more and you will get it. High expectations are important for everyone — for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations for themselves and make extra efforts.

7. Good Practice Respects Diverse Talents and Ways of Learning

There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learning in new ways that do not come so easily.

Whose Responsibility is it?

Teachers and students hold the main responsibility for improving undergraduate education. But they need a lot of help. College and university leaders, state and federal officials, and accrediting associations have the power to shape an environment that is favorable to good practice in higher education.

What qualities must this environment have?

- A strong sense of shared purposes.
- Concrete support from administrators and faculty leaders for those purposes.
- Adequate funding appropriate for the purposes.
- Policies and procedures consistent with the purposes.
- Continuing examination of how well the purposes are being achieved.

There is good evidence that such an environment can be created. When this happens, faculty members and administrators think of themselves as educators. Adequate resources are put into creating opportunities for faculty members, administrators, and students to celebrate and reflect on their shared purposes. Faculty members receive support and release time for appropriate professional development activities. Criteria for hiring and promoting faculty members, administrators, and staff support the institution's purposes. Advising is considered important. Departments, programs, and classes are small enough to allow faculty members and students to have a sense of community, to experience the value of their contributions, and to confront the consequences of their failures.

States, the federal government, and accrediting associations affect the kind of environment that can develop on campuses in a variety of ways. The most important is through the allocation of financial support. States also influence good practice by encouraging sound planning, setting priorities, mandating standards, and reviewing and approving programs. Regional and professional accrediting associations require self-study and peer review in making their judgements about programs and institutions.

These sources of support and influence can encourage environments for good practice in undergraduate education by:

- Setting policies that are consistent with good practice in undergraduate education.
- Holding high expectations for institutional performance.
- Keeping bureaucratic regulations to a minimum that is compatible with public accountability.
- Allocating adequate funds for new undergraduate programs and the professional development of faculty members, administrators, and staff.
- Encouraging employment of under-represented groups among administrators, faculty members, and student service professionals.
- Providing the support for programs, facilities, and financial aid necessary for good practice in undergraduate education.

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